

TEACHING SPEAKING THROUGH INFORMATION TRANSFER TASK AT SECOND GRADE STUDENTS OF SMP

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah *information transfer task* dapat meningkatkan kemampuan berbicara bahasa Inggris siswa dan untuk mengetahui persepsi siswa tentang belajar berbicara menggunakan teknik *information transfer task*. Ada dua instrumen yang digunakan dalam penelitian ini, yang pertama tes berbicara dan yang kedua angket persepsi siswa. Penelitian tindakan kelas ini dilaksanakan dalam dua siklus, hasil siklus pertama 17 siswa (65.38%) mencapai nilai ≥ 70 , akan tetapi hasil siklus pertama belum memenuhi indikator keberhasilan penelitian ini, maka dari itu, siklus kedua pun dilaksanakan. Hasil siklus kedua menunjukkan ada 22 siswa (84.61%) mencapai nilai ≥ 70 . Lalu, hasil angket persepsi siswa menunjukkan 20 siswa (76.92%) menyukai pembelajaran menggunakan *information transfer task*. Jadi, dapat disimpulkan bahwa dari hasil penelitian tindakan kelas ini ditemukan bahwa *information transfer task* dapat meningkatkan kemampuan berbicara siswa dan membuat siswa puas dengan pembelajaran.

This research was conducted to find out whether information transfer task could improve students' speaking ability and to analyze students' perception about the implementation of information transfer task. There were two instruments in this research i.e. speaking test and questionnaire. This classroom action research was conducted in two cycles and in the cycle one there were 17 students (65.38%) who reached score ≥ 70 , because the indicator had not been fulfilled in the cycle one, the researcher did cycle two. In cycle two there were 22 students (84.61%) who got ≥ 70 . Then, the result for students' perception questionnaire showed that 20 students (76.92%) stated that they were active and satisfied with teaching learning process through information transfer task. So, it could be concluded that from the result of this classroom action research it was found that information transfer task could improve students speaking ability and make the students satisfied with the teaching learning process.

Keywords : car, information transfer, speaking ability, teaching speaking

INTRODUCTION

As a teacher, improving the quality of his/her subject is really needed. By improving the quality of the subject it also means that the quality of the teacher and the learners will be improved too. One of the ways that can be done by the teacher to improve the teaching learning process is through classroom action research (CAR). Classroom action research is the process through which teachers collaborate in evaluating their practice jointly, raise awareness of their personal theory, articulate a shared conception of values, try out new strategies to render the values expressed in their practice more consistent with the educational values they support, record their work in form which is readily available to and understandable by other teachers and thus develop a shared theory of teaching by researching practice (Elliott, 1991).

In this research the researcher was helped by the English teacher of SMPN 3 Batanghari as the collaborator or partner in conducting the research. Based on the informal interview with the English teacher, it can be reported that the students have low ability in the speaking skill. It could be seen by their low mark of the speaking test and also from their activities during teaching learning process of speaking class because the students often found a lot of difficulties to speak or tell their ideas in front of the class. Beside that the researcher also did pre-observation to set students' base line, then the result of the pre-observation test showed that most of the students in the chosen class having low speaking ability.

According to Brown (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the

participants themselves, their collective experiences, the physical environment, and the purpose of a speaking. Speaking requires that learners not only know how to produce specific point of language such a grammar, pronunciation or vocabulary, but also they understand when, why and in what ways to produce language. Then, Lado (1976) defines speaking as the ability to express oneself in a life situation or ability to converse a sequence of ideas fluently. In improving students speaking ability the researcher applied information transfer task in this research. Palmer (1982) states that information transfer task is an activity involving the reproduction of information either into a fully linguistic form, from diagrammatic or semi-diagrammatic form, or vice versa. During the transfer activity, the information remains the same but the form of information changes. For instance, from linguistic form to non-linguistic, or vice versa. Nation (1988) also states that Information transfer is an excellent learning strategy for teaching English.

This research is hopefully useful both practically and theoretically. Theoretically, this research may give additional contribution in education and it may verify the previous findings and theories about improving students' speaking ability through information transfer task. Practically, the result of this research may give new information to English teacher that information transfer task can be used as an effective technique to teach and improve students' speaking ability. Beside that the teacher will know that they can create an effective class by applying information transfer task in their speaking class.

There have been some previous studies on speaking which have proved that information transfer task can improve students' speaking ability. Riyanti (2015)

conducted a research with the title Comparative Study between Students' Reading Achievement Taught through Information Transfer and Translation Technique. Based on her research, there was a significant difference of students' reading ability after being taught using information transfer. Beside that the research proved that information transfer technique was more effective than translation technique. Then, the other researcher was Yanti (2013) she conducted a research entitled Teaching Listening Comprehension on Dialogue Using Information Transfer Technique. Based on the result of her research at the pretest and posttest of listening test, showed that there was a significance difference between students' listening ability after being treated using information transfer task. Based on these previous studies the researcher wants to conduct a research on teaching speaking through information transfer task at the second grade students of SMP. The researcher wanted to prove that information transfer task can also improve students' speaking ability. Then by doing this research, the researcher can prove that information transfer task can be used as a teaching technique to improve students' language skills.

Considering the statements above the researcher decided the objectives of this research they are to find out the improvement of students' speaking ability after applying information transfer task and also to find out students' perception of teaching learning process through information transfer task.

METHODS

In this research, the researcher used classroom action research (CAR) method. It was done based on the problem faced by the students of 8-2 class who had low

ability in speaking. Based on the problem, the researcher examined the causes of the problem and then found the solution for the problem. The subject of this research was a group of second grade students of SMPN 3 Batanghari East Lampung. There were 12 male students and 14 female students in the class. So, it could be concluded that there were 26 subjects of this research. Based on the result of the pre-observation test, it was found that only 11 students who reached 70 or more. The researcher acted as the teacher and also an observer, who made the lesson plan, taught the students through information transfer task and also conducted the evaluation.

The researcher used the procedure of classroom action research designed by Wiriadmadja (2008) in this research. He states that there are four stages in the class room action research they are planning, action, observation and interpretation, and the last is analysis and reflection. This research consisted of two cycles with same procedures that have been stated before. To gain the data, the researcher applied two kinds of instrument they were oral test and questionnaire. The oral test was about transferring information from the medias that were prepared by the researcher those were pictures and charts. The aspects of speaking which were going to be used in this research were pronunciation, fluency, grammar, vocabulary and comprehension. The second instrument was student perception questionnaire; the questionnaire was filled out by the students after the teaching learning process through information transfer task.

The results of speaking test were considered as the data of the students' speaking ability improvement. In analyzing the data, the researcher classified the data into two categories those were the learning process and the learning product. The data

of the learning product was the data of the result of students' speaking test and the data of the learning process was the result of students' perception questionnaire. The data analysis was done after the data were collected from the research in every cycle. From the data analysis it was found that the indicator of success had not been fulfilled yet in the first cycle. So the researcher decided to conduct cycle 2 based on the problem that was found in cycle 1 in order to improve the result of the research in cycle 2.

RESULT

This classroom action research was conducted in two cycles. The teacher decided to conduct only two cycles since the indicators of the research had already been achieved at the second cycle. Each cycle in this classroom action research consisted of planning, action, observation and interpretation, and analysis and reflection. There were two kinds of data that have been observed, they were the learning process and the learning product. The indicator of the research were if at least 70% of the students scored 70 or more and for the data of learning process was 70% of the students said that they were active and satisfied with the teaching learning process through information transfer task.

The result shows there is an improvement of students' speaking ability from the pre-observation test to cycle 1 until cycle 2. In the pre-observation test there were 11 students (42.30%) whose scores were at least 70, the result of pre-observation test was used by the researcher to determine the baseline of students' speaking ability before the researcher applied information transfer task. Then in the cycle 1 there were 17 students (65.38%) whose scores were 70 or more. It meant that the

target of the speaking test had not been achieved yet, so the second cycle must be conducted. After the second cycle was conducted, there were 22 students or 84.61% of the students who got 70 or more.

The next result is about students' perception toward teaching learning process through information transfer task. From the result of the analysis of students' perception questionnaire the average of students learning satisfaction is 76.92% or there are at least 20 students who were satisfied with the teaching learning process of speaking class through information transfer task. It meant the number of students who said that they were active and satisfied in each steps of the teaching learning process had reached the target indicator.

For the first questionnaire, there were 21 students (80.77%) who paid some attentions to teacher's example in the pre-activity. They also said that they were satisfied with teacher's example and they also gave different reasons on that question. The other 5 students (19.23%) said that they paid some attentions when the teacher gave example in front of the class but they were in doubt to choose between satisfied or unsatisfied.

Then, there were 22 students (84.62%) who worked in group and liked to work in group while doing the task that was given by the teacher. The other 4 students (15.38%) said that they did the discussion in group but they were in doubt to choose between satisfied or unsatisfied. After that, there were 19 students (73.08%) who said that they analyzed the picture/media that was given by the teacher and they were satisfied with this activity. The other 7 students (26.92%)

said that they analyzed the picture but they were in doubt to choose between satisfied or unsatisfied.

After that, for the fourth questions there were 21 students (80.77%) who said that they answered the questions or did the instruction in the work sheet and they liked to do that activity. The other 5 students (19.23%) said that they answered all the questions and did the instructions but they were not sure to choose between like or dislike. Then, for the fifth questionnaire there were 23 students (88.46%) who said that they could develop their ideas for speaking through media that was given by the teacher and they were satisfied with this technique. The rest of students (3 students) said that they could develop their ideas through the media but they were in doubt to choose between satisfied or unsatisfied.

Next, at the sixth questionnaire there were 20 students (76.92%) who said that they were satisfied with the teacher when the teacher walked among them during discussion. The other 6 students (23.08%) said that they did not ask the teacher during the discussion so they could not choose between satisfied or unsatisfied. Then, there were 20 students (76.92%) who said that they presented their work and were satisfied with this activity. The other 6 students (23.08%) said that they did the presentation but they were not sure to choose between satisfied and unsatisfied.

After that, there were 22 students (84.62%) who said that they could speak English with help of the media that was given by the teacher and they were satisfied with the media. The other 4 students (15.38%) gave different opinions about this question, some of them said that they could speak English better with

the help of picture but they could not choose between satisfied or unsatisfied. The next, there were 20 students (76.92%) who said that they paid some attention to their friends' presentation and took some notes about their friends' mistakes. Beside that they were also satisfied with this activity. The other 6 students (23.08%) gave different opinions about this question; some of them said that they did not take some notes about their friends' mistakes. Then some of them said that they took some notes but they were not able to choose between satisfied or unsatisfied.

The last, there were 23 students (88.46%) who said that they involved in correcting their friends' mistakes at post-activity and they were satisfied with that activity. The other 3 students (11.54%) said that they involved in this activity but they were not sure to choose between satisfied or unsatisfied. Based on data we can see that the indicator of the learning process have been fulfilled, because the indicator for the learning process is at least 70% of the students said that they are satisfied with learning speaking through information transfer task.

From the result above we can conclude that the research on teaching speaking through information transfer task at the second grade of SMPN 3 Batanghari, East Lampung proved that information transfer task is an effective technique in improving students' speaking ability and it also gives good perception toward the students.

DISCUSSIONS

Based on the results of the first and second cycle, it can be seen that information transfer task can be applied in the speaking class and it can improve students

speaking ability and also make students enjoy the teaching learning process. There is an improvement in each cycle that has been conducted during the research. The indicator's target for the learning product could be achieved after the second cycle was held. The spoken test result of 8-2 class' students had shown the improvement of the students' speaking scores.

The result of the research shows that, the first: there is significant increasing of students' speaking achievement from the pretest, first cycle until second cycle. In the pretest there are 11 students or (42.30%) who get 70 or more, nevertheless after doing first cycle, the students' speaking achievement is increase about 17 students or (65.38%) whose score are 70 or more. Then after conducting second cycle the number of students who get 70 or more is increase again, about 22 students (84.61%). It means that there is an improvement in students' speaking achievement from the pretest until second cycle, it is about 42.31%. In detail from the pretest to the first cycle the improvement is about 23.08%. Then from the first cycle into second cycle the improvement is about 19.23%.

Then, second result beside the improvement of students' speaking ability, another indicator that should be achieved in this research is students' perception of teaching learning process through information transfer task. The indicator of the students' perception is 70% of the students or at least 19 students are satisfied with the teaching learning process of speaking through information transfer task. So if the result of students' perception can reach the target of the indicator, it means that the students' perception of the teaching learning process is good. From the analysis of students' perception questionnaire, it proves that information transfer task gives a good perception toward the students and it makes the students

interested with the teaching learning process through information transfer task which finally can improve their speaking ability.

The finding of this research proved that information transfer task is really suitable to be conducted in speaking class, especially for English young learners, because they can learn speaking English with less pressure. This situation, of course, will develop their activity and ability in speaking the target language. By applying information transfer task the students will have big chance to practice and use the language. As the result there is significant improvement of the students' speaking ability after the teacher apply information transfer task.

The previous research that was conducted by Riyanti (2015) about applying information transfer task in reading class showed that information transfer task could improve students' reading comprehension. Then, another previous research by Yanti (2013) about teaching listening through information transfer task also proved that information transfer task could improve students' listening comprehension. Since, the result of those previous studies proved that information transfer task could improve students' reading and listening comprehension. The result of this research that has been done by the researcher about teaching speaking through information transfer task can add some information for the teachers that information transfer task can also be applied in the speaking class.

CONCLUSIONS

Based on the result finding the researcher got three conclusions, the first conclusion is, information transfer task can be used to increase the students' speaking ability and it is proved by the result of learning product in this research. The second conclusion is information transfer task has a positive effect toward

students' perception. Since in applying information transfer task, most of the students said that they can reach better learning after the researcher applying information transfer task. So the students are able to increase their learning activities and finally their learning product.

Concerning the problems in teaching process of speaking through information transfer task that was found in the research, the researcher would like to give some suggestions for the next research. The first is for the teachers who want to apply information transfer task in their speaking class, it is better to prepare non-linguistic media that is more colorful and relates with students' daily activities. It is expected can increase students' interest in analyzing the media and also during the teaching learning process. Then the second suggestion is the teacher should be creative in creating media and using interesting topic for the material, since it can attract the students and make it easy for them to speak the words up in good fluency, pronunciation and comprehension.

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